Model Programs and Practices

Setting Standards for ROCPs

A Tool for Self-Review
And Identification of
Model Programs and Practices

2003 School Year

Foreword

Identifying exemplary quality programs and practices is one of the most important functions of the California Department of Education. Programs of quality offer examples of ways to provide excellent service to our ROCP customers.

The purpose of the document is twofold: to provide criteria for identifying programs and practices that exemplify Model Programs and Practices and to provide a tool for ROCPs to use for self -assessment and program improvement.

A committee of field representatives constructed the initial document and process for ROCPs by establishing benchmarks that reflect high standards for ROCPs and serve as quality indicators that lead to identification of exemplary programs and practices. Development of the benchmarks took into account the range of instructional programs, the different conditions under which local programs operate, and the variety of organizational structures of classes and programs.

In articulating benchmarks, the committee examined a variety of existing standards and quality indicators, including Programs of Excellence, Best Practices, TIP, and other CDE documents, as well WASC's Focus on Learning protocol. The benchmarks for *Model Programs and Practices* are intentionally generic; ROCPs can address the *uniqueness* of their programs by documenting their successes.

Contents

Model Programs and Practices Overview

This document articulates standards for ROCPs and rewards the variety of ways in which instructional programs, leadership and administrative practices exemplify effective field practices. For that reason, the committee chose to establish quality indicators in two broad categories: (1) *Instructional Program,* (2) *Leadership and Administration*, or organizational systems. Though quality indicators are generally associated with instructional programs, the organizational systems that support good instruction also need to be noted, recognized, and emulated. For a summary overview of the two categories, refer to page 5.

Instructional Program
The Instructional Program category includes three sections—*Curriculum and Instruction, Student Accomplishments,* and *Community Involvement and Collaboration*—which contain a total of 14 quality indicators. You may nominate one course (e.g., Hotel Occupations) or all courses in one career cluster (e.g., all courses in Hospitality and Tourism) as a model practice; but, in either case, you must address all 14 indicators of the course(s) nominated. The other option is to nominate a *sequence* of classes offered as a career pathway at one location. For example, you may choose to nominate a medical careers pathway offered at one high school that includes two or more courses; in this example all class sections of these courses offered at that location must be included.

Leadership and Administration
Within the Leadership and Administration category, you may nominate any *one* of the following areas:
- Business Services
- Organizational Structure
- Personnel Services
- Program Accountability
- Student Support Services

To apply for recognition as a model practice, you must address all quality indicators within the nominated area. **Your ROCP must also agree to release, and pay the expenses of, one certificated person to serve on the application review and site visit team if needed.** The review panel will convene and conduct the paper screening over 1½ days in January. The site visits will take place in February and early March and will involve a commitment of 1 – 1-½ days.

If you are applying in more than one category (e.g., Instructional Program *and* Business Services), you must submit separate applications for each.

Questions and Answers

1. **What is a model program or practice?**

   A model program and practice has the following characteristics:
   - Demonstrates exemplary and replicable qualities
   - Meets needs of the local community
   - Offers relevant, coherent curriculum that reflects industry and state standards, as well as career preparation standards
   - Links learner goals to program accountability
   - Includes all stakeholders in leadership and planning
   - Incorporates curriculum and instruction that best meets the needs of the students

2. **How can I use *Model Programs and Practices: A Tool for Self Review and Identification of Model Programs and Practices*?**

   Model Programs and Practices can be used in two ways. If you have a program that you think qualifies now as a model program or practice, this document is a guide for writing an application. If you are in the process of improving your program, then the model programs and practices document serves as a self-assessment and review tool to help you identify areas of strength and areas still in need of attention.

3. **What is the format of the application?**

   The completed application includes the application transmittal page, summary overview, narrative/evidence forms, and summary scoring form, all of which can be found in the Application Packet. A completed application must also include a stakeholder list, course outline and catalogue/schedule (for instructional programs), a 5-page (maximum) appendix, and a disc including all the above information in Microsoft Word. Do not send lesson plans. No items will be returned.

   The stakeholder list **must** include the names of the members, their agencies, and their positions within the agency. Stakeholders may include representatives from the local community, business and industry, students, and faculty.

   The application should include specific reference to ways in which the agency addresses the quality indicators of a model program or practice. Documentation of student accomplishments, for example, could include specific mention of indicators of student success, type of data collected, use of data for program improvement, and standards used as success benchmarks.

   Do not submit the 'sample measures'/rating pages themselves (i.e., the pages opposite the rubric for each indicator). These are for your use only.

4. **How can my ROCP qualify as a model program or practice?**

   ROCPs wishing to apply first compare their own programs or practices to the standards established for the appropriate category. ROCPs who assign themselves a score of at least 3 on each of the indicators and an average score greater than 3 may submit an application for recognition as a model program or practice.

An application review panel will screen written applications. Those applications that provide sufficient evidence of a model program or practice may be visited by a site team to confirm the information in the application.

Your ROCP must also agree to release, and pay the expenses of, one certificated person to serve on the application review panel.

5. **Do I apply for my whole agency or for an individual program or practice?**
   The application process will recognize programs or practices that exemplify **Model Programs and Practices** in any of the following areas: Instructional Program, Business Services, Organizational Structure, Personnel Services, Program Accountability, and Student Support Services. Within the category *Instructional Program*, you may nominate one course or all courses in one career cluster as a model program.

6. **May we apply in more than one area?**
   Each ROCP may apply for no more than one model program under *Instructional Program* AND one model practice under *Leadership and Administration*.

7. **Can a model programs and practices application be submitted for nontraditional programs?**
   Yes. All criteria must still be addressed.

8. **How many Model Programs and Practices will be chosen?**
   All agencies successfully completing the application review and site visit will be identified as **Model Programs and Practices***;* there is no specified number statewide.

9. **What does it mean to be named a Model Program and Practice?**
   ROCPs designated with **Model Programs and Practices** will be recognized by the California Department of Education (CDE) and CAROCP for their exemplary programs and practices, listed on the CAROCP web site as program or practice of distinction, and receive local and statewide media attention as **Model Programs and Practices**. A summary of each program and practice will also be posted on the CDE website.

10. **Must my agency meet all of the sample measures indicated?**
    No. The sample measures are merely suggestions of how evidence of meeting the criteria can be documented. Programs or practices with other evidence documenting the criteria should list that evidence in the space provided in the application.

11. **What is a rubric?**
    A rubric is an evaluative tool that provides a descriptor of each rating level; in this case, it describes what programs *look like* at ratings of 4, 3, 2, and 1. A rating of 4 indicates a model program or practice—a program or practice that another ROCP would want to learn about and emulate. A rating of 3 indicates a good standard practice. A rating of 2 or 1 indicates the need for improvement.

12. **Who should be involved in this process?**
    All program stakeholders, including, for example, students, instructors, and community and business members, should be a part of the self-review team. The site visit team may interview this group as part of the **Model Programs and Practices** review process.

13. **If during the self-review process we score low in some areas, is technical assistance available so that my program and practice can become a Model Program and Practice?**
    Yes. Technical assistance and training is available through the California Department of Education, Office of Regional Occupational Centers and Programs-Workforce Development at (916) 322-5050.

14. **Who is eligible to apply to be a Model Program or Practice?**
    Any Regional Occupational Center or Program may apply.

15. **What is the relationship between the Model Programs and Practices and Model Standards?**
    The implementation of model curriculum standards is an indication of a program's progress toward being a model practice in an instructional program. The indicators within the Instructional Program category refer to implementation of model standards as a necessary, but not sufficient, criterion to be a model practice.

16. **Is Model Programs and Practices related to the Coordinated Compliance Review (CCR)?**
    No. **Model Programs and Practices** is a self-evaluation tool, not a compliance document. Application for recognition as a model practice is a voluntary process. Compliance with regulations, however, is assumed to be a minimum standard for a model practice.

17. **Is Model Programs and Practices related to the WASC process?**
    The two programs are not related, although many of the indicators in **Model Programs and Practices** address the same standards.

18. **Do all items in each rubric need to be addressed?**
    Yes. There may be instances, however, where an item in the rubric is not appropriate for a particular program because of the operational/governance policies of the ROP, the size of the program, or the needs of the learners. *If all criteria are not addressed, however, an explanation should be provided in the application.*

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Model Programs and Practices
Program Components
And Quality Indicators

Instructional Program

Curriculum & Instruction		**Student Accomplishments**	**Community Involvement & Collaboration**
Curriculum Plan Lesson Organization Workplace Requirements Positive Classroom Climate Appropriate Materials Responsiveness to Student Needs Lifelong Learning Instructional Innovation	**+**	Student Leadership Student Goal Attainment Student Success	Interagency Collaboration Advisory Committees Business Partnerships & Work-based Learning

Leadership & Administration

Business Services		**Organizational Structure**		**Personnel Services**		**Program Accountability**		**Student Support Services**
Budget Inventory Student Data Collection	or	Organizational Chart Written Philosophy Governing Board Effective Communications Public Relations & Community Outreach Business Involvement Staff Rights & Responsibilities	or	Staffing Positive Work Climate Professional Development Staff Evaluation	or	Course Review Follow-up Study Advisory Committee	or	Recruitment Plan Career Guidance Student Placement Support Services Employment Literacy

Instructional Program:
Curriculum and Instruction

Indicator I.   The organization and content of the instructional program indicate that the curriculum is responsive to student needs, is aligned with appropriate model and industry standards, and is reflective of labor market needs.

Scoring Criteria

4	The curriculum is aligned with industry standards and state frameworks. Each instructor has a copy of the course outline for the courses taught, and the lessons observed in all class sections clearly relate to this outline. There is a process in place to review curriculum at pre-determined intervals to ensure responsiveness to labor market needs and current and emergent career trends. If the course is part of a sequenced career pathway, its place in the sequence is clearly indicated. The course outline includes all elements of the model course outline template and clearly defines competencies. Wherever possible, there is flexible access to instruction, such as open entry-open exit, distance learning, etc.
3	The course outline is aligned with industry standards and state frameworks. Instructors have a copy of the course outline, and the lessons observed in all class sections relate to this outline. The course outline follows the model course outline template, but defines competencies in broad areas only. The course outline is reviewed regularly by an advisory committee, but there is not a systematic process in place to ensure that the advisory recommendations are addressed, nor are there ongoing opportunities for instructors to discuss curriculum.
2	An approved course of study exists, but lessons observed do not clearly relate to it. Instructors make their own revisions to courses, and there is little consistency from one class to another. There is no regular course review process.
1	The course of study, if available, is neither current nor reflective of industry needs; and the curriculum specified in this plan bears no apparent relation to what is happening in the classroom(s). Instructors teaching the same course do not meet with one another to review curriculum, and there is no regular course review process.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Accessible courses of study that reflect template components
☐	Classroom observations
☐	Minutes of meetings
☐	Lesson plans
☐	Documentation of curriculum review process
☐	Class schedule
☐	Career pathways

Other measures:

Overall rating (circle one)

4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator II. Lessons are effectively organized and delivered.

Scoring Criteria

4	The instructor has a written plan that guides the lesson, delivers material using a variety of modalities, and remains focused on lesson goals. Sufficient time is allocated to meet objectives. There is a clear, logical, and articulated sequence of learning experiences using a variety of activities and resources, whether instruction is teacher-directed or modularized for open-entry, open-exit. Pacing is appropriate and students are engaged. There is evidence of ongoing assessment of student learning; and, when appropriate, the instructor makes adjustments to meet individual student needs, abilities, and learning styles. Connections are made to prior learning and future instruction so students better understand the material and are aware of a sequence of competencies.
3	The instructor has a written plan that guides the lesson and effectively delivers the material, though primarily through one modality. There is evidence of ongoing assessment, and pacing is appropriate to student abilities, whether instruction is teacher-directed or modularized for open-entry, open-exit. The instructor makes some adjustments in response to individual student needs, but for the most part adheres strictly to the lesson plan. Connections are made to prior learning so students better understand the material and are aware of a sequence of competencies.
2	The instructor appears to have a lesson plan, but the delivery may appear disjointed and the focus is frequently unclear. Pacing is often either too fast or slow, as evidenced by some student frustration or inattention. The instructional plan is not adjusted to address student needs, abilities, learning styles or classroom conditions.
1	The lesson does not have a clear plan, focus, or sequence. Pacing is uneven and students are confused and restless. There is no adjustment to meet individual needs.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Lesson plans
☐	Classroom observations
☐	Student interviews/surveys/evaluations
☐	Student needs assessment

Other measures:

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Overall rating (circle one)

4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator III. **Lessons reflect the entire scope of workplace requirements, including academic applications, skills for workplace success, all aspects of the industry, and industry-specific technical skills.**

Scoring Criteria

4	Clear objectives are evident for each lesson observed, and these objectives are transferable to current workplace situations and reflective of all aspects of the industry. The content of lessons integrates technical, academic, and/or workplace success skills, including support for appropriate academic content standards, communication, problem solving, job search, ethics, teamwork/ interpersonal skills, respect for diversity, and safety. Instructors and students discuss or identify the objectives and applications of each lesson, and there are consistent opportunities for practice. Students have opportunities for remediation in basic skills, including reading, writing, math, and English communications.
3	Clear objectives are evident for each lesson observed and in most cases are articulated to students. Technical skills are presented and practiced in a focused, sequenced manner. The content of the lessons focuses largely on technical skills and includes only limited integration of academic and workplace success skills. Instruction in occupational safety is included.
2	Objectives for lessons are not clear. Students practice technical skills, but they may not have a clear understanding of the relationship between application and lesson objectives. There is no integration of academic and workplace success skills, but instruction in occupational safety is evident.
1	Objectives for lessons are unclear and are not articulated to students. Skills are neither presented nor practiced in a focused, sequenced manner. There is no integration of academic or workplace success skills.

Instructional Program:
Curriculum and Instruction

Sample Measure

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	Lesson plans
☐	Classroom observations
☐	Student interviews/surveys
☐	Course outline
☐	Evidence of opportunity for academic remediation (learning labs, referrals, etc.)
☐	Classroom posters

Other measures:

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Overall rating (circle one)

4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator IV.   A positive classroom climate ensures effective student learning.

Scoring Criteria

4	Class climate reflects mutual respect between instructors and students. Instructors model respect for, and sensitivity to, student differences in the classroom. Instructors make a concerted effort to encourage active participation by all students and provide feedback and positive reinforcement. All students in classes observed are on task and appear to be engaged in the learning activities, which are varied. Classroom climate simulates a positive work environment, including a clear insistence on respect for individual differences, gender equity, open communication, and opportunities for teamwork, individual initiative, and responsibility. Instructors continually make instructional adjustments based on monitoring of student performance. They assist, when necessary, using a variety of effective questioning and other monitoring techniques. Explanations are clear, and transitions between activities are smooth.
3	Class climate reflects mutual respect between instructors and students. Instructors model respect for, and sensitivity to, student differences in the classroom. Instructors make a concerted effort to encourage active participation by all students and provide feedback and positive reinforcement. Most students in classes observed are on task and appear to be engaged in the learning activities, which are varied. Classroom climate simulates a positive work environment, including a clear insistence on respect for individual differences, gender equity, open communication, and opportunities for teamwork, individual initiative, and responsibility. There is limited effort, however, to make adjustments based on monitoring of student performance, and some students appear to be struggling to understand. Explanations are usually clear and transitions are smooth.
2	Class climate reflects mutual respect between instructors and students. Instructors make an effort to encourage active participation by all students, but provide only a limited amount of feedback. Some students in classes observed are on task and engaged in learning activities, but others appear to be confused or not on task. There is limited effort to regularly monitor student performance. Explanations are often unclear.
1	Class climate does not clearly reflect mutual respect between instructors and students. Instructors do not actively encourage participation, and there is little interaction, monitoring of student performance, or feedback. Few students appear to be on task or engaged, and there are almost no opportunities for teamwork or individual initiative. Explanations are often unclear and transitions between activities are not smooth.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator IV is achieved.

☐	Classroom observations
☐	Interviews with instructors and students
☐	Student surveys
☐	Written classroom expectations
☐	Office hours or other documentation of 'open door' communication

Other measures:

Overall rating (circle one)

4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator V. The instructor uses appropriate instructional materials.

Scoring Criteria

4	The instructional materials are carefully selected and in all cases support lesson objectives. The assorted materials address a variety of reading levels, and students with special needs are accommodated. Where possible, alternative materials are available and used with different groups of learners at different levels of proficiency. The materials are of a suitable length to allow completion, and the content reflects the real world of work, including workforce diversity. There is a close match between the materials and lesson objectives, and academic applications and workplace success skills are included. There are enough materials for all students to use. Instructors do not rely solely on texts for classroom instruction and supplement texts with related materials and activities, including technology.
3	The instructional materials are carefully selected and in most cases support lesson objectives. The materials are primarily written at one reading level, so students with special needs may not be accommodated. The materials are of a suitable length to allow completion by most students and are selected to reflect the real world of work, including workforce diversity. There is a match between the materials and lesson objectives, and academic applications and workplace success skills are included. There are enough materials for all students to use. Instructors do not rely solely on texts for classroom instruction and supplement texts with related materials and activities, including technology.
2	The instructional materials do not always address lesson objectives. The materials address only one reading level and may provide more information than can be covered comfortably in a classroom period. There is little reference to workplace success skills or academic applications. Materials may reflect workplace diversity. There are usually enough materials for all students. Instructors rely largely on texts for classroom instruction.
1	Instructional materials seem largely unrelated to classroom objectives. The materials address only one reading level, and that level seems inappropriate for most of the class. Materials do not reflect workplace diversity. The instructor seems rushed to try to get through the materials covered. There are usually enough materials for all students. Instructors use only textbooks.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator V is achieved.

☐	Review of materials based on the following criteria: • reading level • format • mature orientation • organization • variety of learning activities • respect for, and reflection of, diversity • user-friendly materials and software variety
☐	Classroom observations

Other measures:

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Overall rating (circle one)
4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator VI. **A variety of instructional strategies and an awareness of individual student learning styles lead to an effective learning environment that allows each student the opportunity for success.**

Scoring Criteria

4	Instructors use a variety of instructional strategies, such as grouping, cooperative learning, computer-assisted instruction, and tutoring, depending on the objectives of the lesson, class size, and student needs or interests. These strategies challenge students to use problem-solving and higher-order thinking skills. Instructors have clearly planned lessons and address a variety of learning modalities (i.e., auditory/oral, visual, and tactile/kinesthetic). The modalities clearly fit the learning objectives. Technology supports both academic and technical learning objectives.
3	Instructors use a variety of instructional strategies, such as grouping, cooperative learning, computer-assisted instruction, and tutoring, depending on the objectives of the lesson, class size, and student needs or interests. These strategies usually challenge students to use problem-solving and higher-order thinking skills. Instructors have clearly planned lessons but only address a limited number of learning modalities. Technology supports both academic and technical learning objectives.
2	Instructors use a limited number of instructional strategies—primarily lecture and demonstration. These strategies do not generally challenge students to use higher order thinking skills. Instructors have lesson plans, but they generally address one type of learner. Technology is limited to that required for the field.
1	Instructors use a limited number of instructional strategies—primarily lecture and/or demonstration. These strategies do not challenge students to use higher order thinking skills, but rather depend on memorization and imitation. There is little evidence of planning. Technology is limited to that required for the field.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator VI is achieved.

☐	Classroom observations
☐	Student interviews/surveys
☐	Interviews with instructors
☐	Lesson plans
☐	Student projects

Other measures:

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Overall rating (circle one)

4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator VII. **Classroom instruction is directed toward preparing students for productive careers and fostering positive attitudes toward lifelong learning.**

Scoring Criteria

4	Classroom instruction provides information about career pathways, career ladders and opportunities, post-secondary articulation agreements, and requirements for successful employment and promotion within the field, including essential technical and workplace success skills, as well as the need for lifelong learning. Essential employability skills, such as communication, problem solving, and interpersonal and job search skills, are part of the program's curriculum plan. All students develop portfolios and are given assistance in portfolio completion. Students are directed to written, electronic, or human resources for information about advanced career training opportunities, job placement assistance, and colleges.
3	Classroom instruction provides information about career ladders and opportunities, as well as requirements for successful employment and promotion within the field, including essential technical and workplace success skills, as well as the need for lifelong learning. Essential employability skills, such as communication, problem solving, and interpersonal and job search skills, are part of the program's curriculum plan. Some students develop portfolios. Students have access to written or resources for information about articulation agreements, advanced career training opportunities, job placement assistance, and colleges.
2	Classroom instruction provides information about career opportunities and job titles in the field. Essential employability skills are largely limited to instruction in job search basics, such as resumes and interviews, though there is some instruction in workplace success skills. Students are not informed of ways to access information about articulation agreements, advanced career training opportunities, colleges, or job placement assistance.
1	Classroom instruction includes little information about career ladders or opportunities. There may be some instruction in job search basics, such as resumes and interviews. Students are not informed of ways to access information about articulation agreements, advanced training opportunities, colleges, or job placement assistance.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator VII is achieved.

☐	Lesson plans
☐	Classroom observations
☐	Course outline
☐	Instructional materials reflecting broad workplace needs
☐	Student portfolios
☐	Written information about career pathways and job opportunities
☐	Access to career centers and other sources of information about training opportunities
☐	Access to job assistance

Other measures:

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Overall rating (circle one)

4   3   2   1

Instructional Program:
Curriculum and Instruction

Indicator VIII. Leadership provides tangible support for instructional innovation.

Scoring Criteria

4	Instructors participate in decision-making processes concerning curriculum and instruction. Administration encourages, supports, and recognizes instructors' creativity and innovation that lead to improved student achievement. Instructors have access to necessary materials and the freedom to propose and implement new methodologies.
3	Instructors participate in decision-making processes concerning curriculum and instruction. Instructors have access to necessary materials and the freedom to propose and implement new methodologies.
2	Instructors participate in decision-making processes concerning curriculum and instruction and have access to necessary materials. Change, however, is not encouraged.
1	Instructors have little participation in decision-making processes concerning curriculum and instruction and may not have access to all the materials they need.

Instructional Program:
Curriculum and Instruction

Sample Measures

The following are sample measures for determining the extent to which Indicator VIII is achieved.

☐	Budgets
☐	New course proposal process
☐	Documentation of leadership opportunities for instructional staff
☐	Peer mentoring opportunities
☐	Business internships and other learning opportunities
☐	Minutes of curriculum meetings
☐	Minutes of department meetings
☐	Evidence of recognition for innovation, such as awards, board minutes, etc.

Other measures:

Overall rating (circle one)

4   3   2   1

Instructional Program:
Student Accomplishments

Indicator I.   The program fosters development of student leadership skills.

Scoring Criteria

4	The program encourages the development of student leadership skills through a variety of activities in and out of the classroom, such as cooperative classroom projects, community projects, career fairs, internships or other work-based learning opportunities, mentorships, and membership and participation in vocational student organizations and activities. Instructors stress the importance of leadership as a workplace success skill, and the program formally recognizes these student accomplishments.
3	The program encourages the development of student leadership skills through a variety of activities, such as cooperative classroom projects, community projects, internships/work-based learning opportunities, and/or mentorships. Instructors stress the importance of leadership as a workplace success skill, and the program formally or informally recognizes these student accomplishments. The program does not, however, provide support for vocational student organizations.
2	There is limited opportunity for students to develop leadership skills in the classroom. Students do not participate in community or work-based learning. Recognition comes largely from instructors.
1	There is no evidence of opportunities for student leadership development.

Instructional Program:
Student Accomplishments

Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Vocational student organizations
☐	Classroom observations
☐	Student awards program
☐	Work-based learning opportunities
☐	Interviews with students and instructors
☐	Scholarships and other forms of student recognition

Other measures:

Overall rating (circle one)

4   3   2   1

Instructional Program:
Student Accomplishments

Indicator II. Learners demonstrate progress toward attainment of skills that support their identified career needs and goals.

Scoring Criteria

4	Progress is documented on a continuing basis using a variety of assessment measures that validate attainment of competencies, including technical, workplace success, and academic skills. In addition to traditional testing, instructors use a number of alternative assessments, including performance-based assessment, group and individual projects, portfolio development, written scenarios/case studies, learning logs/journals, role plays, and simulations. Instructors assess students at regular intervals, provide constructive and corrective feedback to students, and use assessment results to redesign lessons and diagnose student needs. Instructors also provide opportunities for student reflection and self-evaluation. Assessment is evident in daily instruction, and achievement in career preparation standards is stressed equally with technical competency. Students are given checklists of course competencies/objectives against which they can measure their own progress.
3	Progress is documented on a continuing basis using a variety of assessment measures that validate attainment of competencies, which include primarily technical skills. In addition too traditional testing, instructors use a number of alternative assessments, including performance-based assessment, group and individual projects, and portfolio development. Instructors assess students at regular intervals, provide constructive and corrective feedback to students, and use assessment results to redesign lessons and diagnose student needs. Students have some means of tracking their progress in the course.
2	Progress is documented on a regular basis using primarily traditional testing measures, together with performance assessment. Instructors use assessment primarily to grade students and may not review results with individuals to provide corrective feedback. Students may not be clear about their progress in the course.
1	Assessment is sporadic and relationship to course objectives may not be clear to students. When performance-based assessment is used, results are not used to provide corrective feedback to students.

Instructional Program:
Student Accomplishments

Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Evidence of multiple measures of student achievement
☐	Student projects, portfolios, etc.
☐	Classroom observations
☐	Syllabi listing class requirements and assignments
☐	Competency/skills checklists
☐	Student and instructor interviews

Other measures:

Overall rating (circle one)

4   3   2   1

Instructional Program:
Student Accomplishments

Indicator III. **Learners complete program requirements that allow them to (re)enter the workforce and/or continue their education or training.**

Scoring Criteria

4	There is evidence of student advancement through the program in the form of related job placement, certificates of completion, certification, and/or articulation to advanced programs. Instructors teaching the same course have reached agreement on requirements for the issuing of certificates. There is a systematic effort to collect data from both completers and non-completers, and this information is shared with staff and used for program improvement, validation, and promotion. Data on student achievement is evaluated to ensure that all student populations are reaching expected performance levels and benefit from instructional practices.
3	There is evidence of student advancement through the program in the form of related job placement, certificates of completion, certification, and/or articulation to advanced programs, though there may be inconsistency from one instructor to another as to requirements for receiving certificates. Student completion data are reported and shared regularly, and there is follow-up of completers. There is little or no attempt to collect data from non-completers for the purpose of program improvement.
2	Reporting of student completion, certificates, and placement is sporadic and is not shared with staff. There is some effort to follow up on completers.
1	There is little evidence of reporting of student data or follow up.

Instructional Program:
Student Accomplishments

Samples Measures

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	Exit data forms
☐	Records of certificates, certification, articulation, etc.
☐	Board minutes/information items
☐	Written procedures or prerequisites for certificates
☐	Student follow-up surveys

Other measures:

Overall rating (circle one)

4   3   2   1

Instructional Program:
Community Involvement and Collaboration

Indicator I. **The program enters into formal and informal partnerships with other educational agencies to support student achievement.**

Scoring Criteria

4	The program collaborates with other educational agencies to maximize opportunities for student achievement. Course sequences have been aligned with high schools and/or colleges to create career pathways, and instructors are encouraged to work together to integrate curriculum. There are formal articulation agreements with local community colleges that result in the granting of college credits or advanced placement for ROCP courses, and a process is in place to transition students smoothly. Other benefits of collaboration may include academic credit for ROCP classes, where appropriate.
3	There is collaboration with other educational agencies to maximize opportunities for student achievement. Course sequences have been aligned with high schools and/or colleges to create career pathways, and instructors may work together to integrate curriculum, but there are few formal articulation agreements.
2	There is some collaboration with local school districts, but no formal articulation agreements exist.
1	Interaction with school districts, community colleges, and community agencies is limited or non-existent. The ROCP largely functions as a stand-alone entity.

Instructional Program:
Community Involvement and Collaboration

Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Evidence of formal partnerships, such as academies and tech prep programs
☐	Documentation of collaboration on grants
☐	Career pathways
☐	Formal articulation agreements
☐	Minutes of meetings
☐	Evidence of curriculum integration
☐	Evidence of sharing of resources
☐	Academic credit for ROCP courses

Other measures:

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Overall rating (circle one)

4　　3　　2　　1

Instructional Program:
Community Involvement and Collaboration

Indicator II. Active involvement of industry advisory committees ensures an understanding of labor market needs and alignment of the program's curriculum with current industry standards.

Scoring Criteria

4	There is evidence of ongoing involvement of a representative group of industry advisors that shares expertise with the program in the form of curriculum development, labor market information, technology and materials advisement, instructor mentoring, safety regulations, apprenticeships, and other industry-specific issues. This group also annually reviews, discusses, revises, and approves the curriculum. Former students are involved in annual curriculum review meetings, and current students are invited to meetings with industry representatives.
3	Contact with advisory committees is limited to the required annual meetings, at which industry representatives review, revise, and approve the curriculum. Advisory committee members may make some donations to the program. Students rarely participate or have knowledge of advisory committees and their purpose.
2	Annual meetings are held with advisory members, but there is only nominal input from industry representatives. Educators and staff dominate the committees and meetings.
1	Advisory committees exist in name only, if at all, and do not meet regularly.

Instructional Program:
Community Involvement and Collaboration

Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Minutes of advisory meetings
☐	Advisory committee lists
☐	Documentation of meetings, donations, etc.

Other measures:

_____

_____

_____

_____

Overall rating (circle one)

4   3   2   1

Instructional Program:
Community Involvement and Collaboration

Indicator III. **The program collaborates with local businesses to provide meaningful work related learning opportunities for students, including work-based learning, where appropriate.**

Scoring Criteria

4	The program collaborates with businesses to provide meaningful work related learning opportunities, such as guest speakers, projects, field trips, curriculum development, and even mentoring/job shadowing. These activities include student preparation for the activity and related follow-up assignments. The program enters into formal agreements with business and industry to provide sites for meaningful work-based learning, where appropriate. In these instances, there is a clear connection between classroom instruction and workplace learning, and the instructor and worksite supervisor cooperatively develop, implement, and monitor student training plans. The instructor carefully documents visits and provides students with constructive and corrective feedback. Most students participate in these opportunities.
3	The program collaborates with businesses to provide meaningful, but limited, work-related learning opportunities. These activities may not include student preparation for the activity and related follow-up assignments. The program enters into formal agreements with business and industry to provide sites for meaningful work-based learning, where appropriate; but only a limited number of students participate. The relationship between classroom instruction and workplace learning may not always be clear. It is primarily the instructor who develops student training plans, with limited input from the work-site supervisor. The instructor carefully documents visits and provides students with constructive and corrective feedback.
2	There are few opportunities for work-related learning experiences, and these activities do not include student preparation for the activity and related follow-up assignments. Where there are work-based learning opportunities, the relationship between classroom instruction and workplace learning is unclear, and students are provided little feedback about their performance.
1	There are no opportunities for work-related learning.

Instructional Program:
Community Involvement and Collaboration

Sample Measures

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	Record of activities, such as career fairs, interview panels
☐	Joint venture training agreements for work-based learning
☐	ITPs
☐	Classroom observations and lesson plans
☐	Student assignments
☐	Interviews with students and work-based learning supervisors
☐	Minutes of meetings

Other measures:

_____

_____

_____

_____

Overall rating (circle one)

4   3   2   1

Business Services

Indicator I   The budget supports student learning and appropriate stakeholders provide input into the development of the ROCP budget.

Scoring Criteria

4	The program follows current CDE accounting practices and policies. Budgetary decisions include appropriate stakeholders and are based upon needs for both current and future years. Funding allocations for facilities, equipment, instructional materials, and supplies clearly support student learning. There is evidence that other funding sources are considered, as appropriate.
3	The program follows current CDE accounting practices and policies. Budgetary decisions include appropriate stakeholders and are based on current year needs. Funding allocations for facilities, equipment, instructional materials, and supplies support student learning.
2	The program follows current CDE accounting practices and policies. Budgetary decisions are made by program administrators and are based on current year's needs. Funding allocations for facilities, equipment, instructional materials, and supplies support student learning.
1	Budgetary decisions do not support student learning.

Business Services
Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Review of budget process
☐	Interview of stakeholders
☐	Review of budget
☐	Written budget policies and procedures

Other measures:

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_____

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_____

_____

Overall rating (circle one)

4   3   2   1

Business Services

Indicator II   **There is an inventory system in place that meets CDE policies and procedures and that is updated annually.**

Scoring Criteria

4	An inventory system is in place that meets requirements of both governing board and CDE policies and procedures. Inventory is updated annually to reflect current location and status of all items. All staff are held accountable for inventory management as assigned.
3	An inventory system is in place that meets requirements of both governing board and CDE policies and procedures. Inventory is updated annually to reflect current location of all inventoried items. Inventory includes all items for which the ROCP is held accountable. Responsibility for inventory is limited to specialized staff.
2	An inventory system is in place, but is not supported by written policy or procedures.
1	There is no inventory system in place.

Business Services
Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Review of inventory system
☐	Capital outlay items clearly identified, including location
☐	Interview of staff
☐	Written policies/procedures outlining staff responsibilities
☐	Evidence that inventory is updated annually

Other measures:

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_____

_____

_____

Overall rating (circle one)

4   3   2   1

Business Services

Indicator III   **The program's data collection supports student learning by providing accurate data for program evaluation and for needed reports.**

Scoring Criteria

4	The data collection system includes all data elements necessary to complete mandated reports. Additionally, a broad array of disaggregated data is used to evaluate student achievement, program quality, curriculum development, and administrative support for the purpose of continuous program improvement. The governing body regularly reviews this data.
3	The data collection system includes all data elements necessary to complete mandated reports and provide information for evaluative purposes, but the governing body does not review data.
2	There is a data collection system that includes all data elements necessary to complete mandated reports, but data are not used for evaluative purposes.
1	There is no data collection system.

Business Services
Sample Measures

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	Review of student data collection system
☐	Interview of appropriate staff
☐	Board minutes
☐	Reports/program evaluation showing use of data

Other measures:

Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator I   **The program has an organizational chart that supports student learning by delineating the leadership roles and responsibilities of all staff and appropriate stakeholders.**

Scoring Criteria

4	The organizational chart supports student learning by clearly identifying leadership roles and responsibilities of all staff and appropriate stakeholders. There is an annual, systematic process involving all appropriate staff and stakeholders to formally review and revise the organizational chart. After the annual review, the chart is distributed to all staff and stakeholders.
3	The organizational chart supports student learning by clearly identifying leadership roles and responsibilities of staff. There is an annual, systematic process involving all appropriate staff to formally review and revise the organizational chart. After the annual review, the chart is distributed to all staff. Other stakeholders involved in the educational program are not identified on the charts, and they do not participate in the annual review process.
2	Staff members are not involved in an annual review of the organizational chart, and the chart is not distributed to them.
1	There is no organizational chart.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Evidence that current organizational chart is distributed to all staff and available to all stakeholders
☐	Organizational chart delineating leadership role and responsibilities
☐	Interview of staff
☐	Documentation of the annual revision process (minutes, etc.)

Other measures:

Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator II   **The organizational develops, adopts, and annually reviews a written philosophy, supported by a mission statement and goals, that focuses on student learning.**

Scoring Criteria

4	A written philosophy that addresses all key elements of the program and focuses on student learning, supported by a mission statement and goals, is adopted by the governing board. There is an established process that includes the participation of appropriate stakeholders to annually review and revise the philosophy, mission statement, and goals.
3	A written philosophy that addresses all key elements of the program and focuses on student learning, supported by a mission statement and goals, is adopted by the governing board and reviewed annually. There is, however, no established process to include participation of stakeholders.
2	There is a written philosophy, supported by a mission statement and goals. The philosophy is not focused on student learning, and it is not reviewed annually. Stakeholders may not be involved in the development process.
1	There is no written documentation of a philosophy that focuses on student learning.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Written philosophy with supporting mission statement and goals
☐	Philosophy statement focused on student learning
☐	Vision statement
☐	Governing board minutes or other documentation supporting an annual review process

Other measures:

Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator III   **The governing body promotes student learning in all schools and districts served by the program.**

Scoring Criteria

4	The governing body understands its responsibility as a policymaking body, and demonstrates that understanding by adopting policies and procedures that support a student-centered philosophy. The governing body supports the concept of the ROCP as a regional educational provider by considering educational and fiscal issues that promote student learning for students in all participating schools and districts. There is an established process for open communication between stakeholders and the governing body.
3	The governing body understands its responsibility as a policymaking body, and demonstrates that understanding by adopting policies and procedures that support a student-centered philosophy. The governing body supports the concept of the ROCP as a regional educational provider by considering educational and fiscal issues that promote student learning for students in all participating schools and districts; however, there is no established process for communication between stakeholders and the governing body.
2	The governing body understands its responsibility as a policymaking body and adopts policies and procedures that support a student-centered philosophy. The governing body does not, however, consider issues that support the concept of the ROCP as a regional educational provider; rather, there is a focus on specific district needs. There is no established process for communication between stakeholders and the governing body.
1	There are no policies and procedures that support student learning in all participating districts.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	Interviews
☐	Board minutes
☐	Board policies and procedures
☐	Strategic plans reflecting a regional focus

Other measures:

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Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator IV   **There is evidence of effective communications and working relationships among the ROCP, participating districts, and community stakeholders**.

Scoring Criteria

4	District and community stakeholders provide input into program development, budgetary considerations, appropriate personnel matters, and accountability measures. There is a documented process through which stakeholders can provide input into the development of appropriate policies and procedures. Stakeholders can distinguish their roles as either advisors or decision-makers.
3	District and community stakeholders provide input into program development, budgetary considerations, appropriate personnel matters, and accountability measures; however, there is no established process for providing input into appropriate policies and procedures. Stakeholders can distinguish between their roles as either advisors or decision-makers.
2	District and community stakeholders provide input into program development, budgetary considerations, appropriate personnel matters, and accountability measures; however, there is no established process for providing input, and stakeholders are not clear about their roles.
1	District and community stakeholders are not given an opportunity to provide input into program development, budgetary considerations, appropriate personnel matters, and/or accountability measures.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator IV is achieved.

☐	Minutes
☐	Working committees established that include participating districts
☐	Procedure in place for community stakeholders to provide input into planning ROCP
☐	Interviews

Other measures:

Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator V   **Public relations and community outreach activities build community awareness and encourage community support for student learning.**

Scoring Criteria

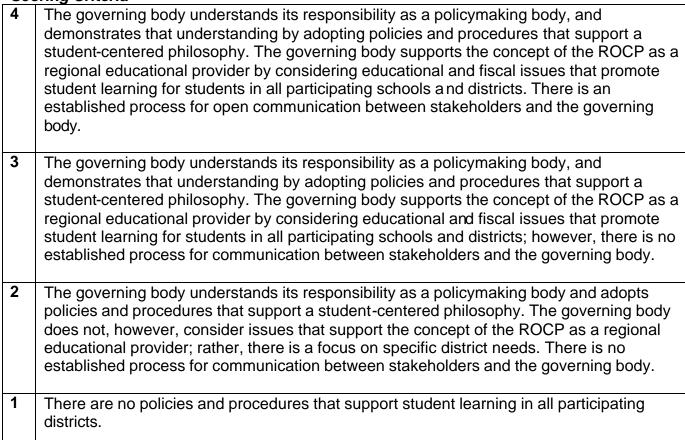|	
4	The program develops a plan annually and implements public relations and community outreach activities throughout the year. A staff member is designated to provide leadership for plan development, and resources are identified to support the plan. Public relations and community outreach materials are distributed throughout the year to ensure broad public awareness ROCP programs. Scheduled evaluation activities are conducted, with results formally collected and used in planning.
3	A public relations and community outreach plan exists and a responsible staff person may be designated. Public relations activities occur throughout the year, and promotional materials are distributed. Occasional evaluations of the effectiveness of outreach activities are used for planning purposes.
2	A public relations and community outreach plan exists, but it may not be fully implemented and is limited largely to published materials. There may not be a lead person designated. Public relations materials are developed each year but distribution is limited. Relatively little evaluation is conducted.
1	No public relations or community outreach plan exists.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator V is achieved.

☐	Current public relations plan that supports student learning
☐	Organizational chart or job description delineating PR position and responsibilities
☐	Budget
☐	Examples of PR materials
☐	Examples of PR events/activities

Other measures:

Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator VI   **The program leadership actively seeks the involvement of business in the educational process.**

Scoring Criteria

4	Program administration formally collaborates with businesses to promote student learning and recognize student achievement. Meaningful work-related learning opportunities for students and instructors are provided as part of the business partnerships. Benefits of these partnerships may also include material contributions.
3	Program administration formally collaborates with businesses to promote student learning and recognize student achievement. Meaningful work-related learning opportunities for students are provided as part of the business partnership. Benefits of these partnerships may also include material contributions.
2	Program administration informally collaborates with businesses to promote student learning and recognize student achievement. Meaningful work-related learning opportunities for students are provided. This may include material contributions.
1	There is no collaboration with businesses.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator VI is achieved.

☐	Evidence of business collaboration, such as academies, non-profit corporation status, minutes of meetings
☐	Interviews with business and industry partners
☐	Advisory committee minutes
☐	Work-based learning opportunities, such as internships, community classrooms, CVE
☐	Technological simulations
☐	Evidence of partnerships in such areas as curriculum development, work site learning experience, speakers/industry instructors, mock interviews, career fairs, mentoring, executives on loan, non-profit corp. status, shared resources, scholarships

Other measures:

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Overall rating (circle one)

4   3   2   1

Organizational Structure

Indicator VII   **Written policies delineating rights and responsibilities of staff and students contribute to a positive environment.**

Scoring Criteria

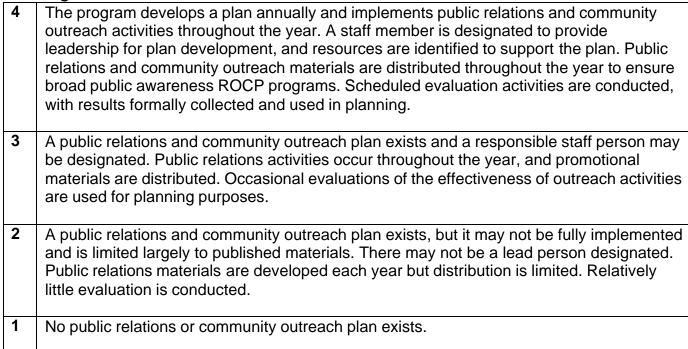|	
4	The governing body assures that there are written policies, procedures, and guidelines delineating student and staff rights and responsibilities and that the due process procedures are clear and accessible. Both new students and new employees are advised (in writing or orally) of their rights and responsibilities and of sources of help. Administrators are trained to assist staff and students in accessing due process, and conflicts are handled expediently and at the local level wherever possible.
3	The governing body assures that there are written policies, procedures, and guidelines delineating student and staff rights and responsibilities and that the due process procedures are clear and accessible. Staff and students are informed of their rights and responsibilities, but not upon entry into the program. Administrators are trained to assist staff and students in accessing due process, and conflicts are handled expediently and at the local level wherever possible.
2	There are written policies delineating student and staff rights and responsibilities, but the procedures for accessing due process are not clear. Administrators are not trained in due process and do not intervene immediately.
1	There are no established procedures to guarantee that rights to due process are protected.

Organizational Structure
Sample Measures

The following are sample measures for determining the extent to which Indicator VII is achieved.

☐	Board policies
☐	Administrative regulations
☐	Uniform complaint code
☐	Staff handbook
☐	Evidence of staff development in due process, incident documentation, sexual harassment, etc.

Other measures:

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_____

Overall rating (circle one)

4   3   2   1

Personnel Services

Indicator I   There are qualified certificated and support staff necessary to sustain programs and promote student learning.

Scoring Criteria

4	There is a planned and defined recruitment, selection, and termination process that includes participation of district and program personnel. There are adequate numbers of certificated and support staff, including substitutes, available to support the learning environment. Staff has the background, experience, and qualifications necessary to perform their jobs. Assistance is provided to individuals in obtaining and renewing credentials.
3	There is a planned and defined recruitment, selection, and termination process that does not include participation of both district and program personnel. There are adequate numbers of certificated and support staff, including substitutes, available to support the learning environment. Staff has the background, experience and qualifications necessary to perform their jobs. Assistance is provided to individuals in obtaining and renewing credentials.
2	There is no evidence of a planned and defined recruitment, selection and termination process for ensuring adequate personnel. Current staff has the background, experience, and qualifications necessary to perform their job. Little assistance is provided in obtaining and renewing credentials.
1	There is inadequate staff with the background, experience, and qualifications necessary to sustain the program.

Personnel Services
Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Defined recruitment and selection process
☐	Defined termination process
☐	Organization chart of certificated and support staff
☐	Interview of staff
☐	Credential audits
☐	Evidence of assistance with credentials, such as application packets, information sheets, etc.

Other measures:

Overall rating (circle one)

4   3   2   1

Personnel Services

Indicator II There is a safe, supportive, and positive work climate that results in a learning environment that promotes student success.

Scoring Criteria

4	The administration, instructional staff, and support staff work together to create a safe and positive environment for learning. Employees feel that the program is a good place to work because instructors receive adequate assistance from support staff in curriculum, guidance and clerical services. There are opportunities for networking within and outside of the organization, and there is a cooperative relationship between the on-campus program instructors and school-site staff.
3	The administration, instructional staff, and support staff work together to create a safe and positive environment for learning. Employees feel that the program is a good place to work because instructors receive adequate assistance from support staff in curriculum, guidance and clerical services. There is, however, a lack of cooperative effort between on-campus program instructors and school-site staff.
2	The administration, instructional staff, and support staff work together to create a safe environment for learning. Instructors do not believe that they receive adequate assistance in support services, and there is a lack of cooperative effort between on-campus program instructors and school-site staff.
1	The administration, instruction staff, and support staff are concerned about the learning environment. Safety is an issue, and instructors do not believe they receive adequate assistance in support services.

Personnel Services
Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Evidence of material support, such as budgets
☐	Observation and interviews
☐	School safety plans
☐	Organizational chart showing support staff and their functions
☐	Evidence of school-site collaboration, such as Tech Prep programs, grants, etc.
☐	Grievance procedures and policy
☐	Participation in on-site staff development
☐	Instructors' forums, site councils, or similar opportunities to network

Other measures:

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_____

_____

Overall rating (circle one)

4   3   2   1

Personnel Services

Indicator III   All staff have opportunities to engage in ongoing professional development that promotes student learning.

Scoring Criteria

4	Staff and administration jointly create professional development plans that are linked to identified staff needs, program goals and priorities, and greater student achievement. Professional development activities are varied to address staff needs and experience, as well as program goals. Professional development activities are scheduled at times and locations that allow for maximum participation. Opportunities are included to practice newly learned skills, and follow-up mentoring is available. New staff members receive orientation, which helps them assimilate the organization's policies and procedures. There is encouragement and recognition of participation in professional development activities.
3	Staff and administration may jointly create professional development plans that are linked to identified staff needs, program goals and priorities and greater student achievement. Professional development activities are scheduled at times and locations convenient for the staff majority but may exclude some segments of staff. Opportunities to practice newly learned skills are limited. New staff members receive orientation, which helps them assimilate the organization's policies and procedures. There is encouragement and recognition of participation in professional development activities.
2	A professional development plan is developed independently, either by staff or administration. Professional development activities may be scheduled at different times and locations, but a large number of staff may not be consulted and cannot attend. There is no orientation for new staff. Practice of newly learned skills may be encouraged, but there is no system for promoting this practice.
1	No professional development plan exists. Professional development activities are scheduled on an independent basis as a result of individual teacher motivation. There are no formal or structured opportunities for practice of newly learned skills.

Personnel Services
Sample Measures

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	List of professional development opportunities for all staff
☐	o Industry job shadowing/externships
☐	Review budget for professional development
☐	Interviews
☐	New staff orientation process
☐	Mentoring plan

Other measures:

_____

_____

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Overall rating (circle one)

4   3   2   1

Personnel Services

Indicator IV   **There is a staff evaluation process that is linked to program goals with a focus on maximizing student learning.**

Scoring Criteria

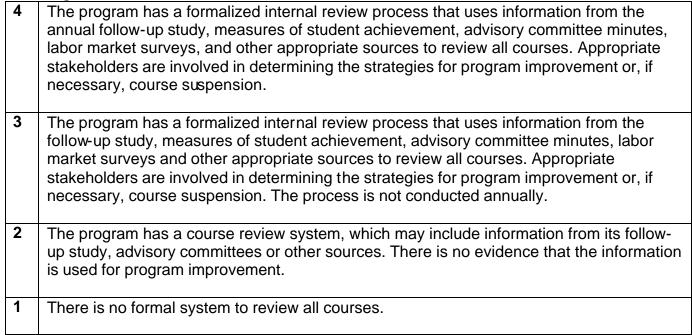|	
4	A clearly defined staff supervision and evaluation process, linked to program goals and the promotion of student learning, is conducted annually. Evaluations of certificated and support staff adhere to board policies and/or collective bargaining agreements. Management staff are trained in evaluation procedures, including observations, conferencing, and due process. Staff members participate in developing the criteria by which they will be evaluated. Progress is monitored throughout the evaluation period, and assistance is provided to staff members who need it.
3	There is a clearly defined staff supervision and evaluation procedure that is linked to program goals and that promotes student learning. Evaluations of certificated and support staff adhere to board policies and/or collective bargaining agreements. Management staff are trained in evaluation procedures, including observations, conferencing, and due process. Progress is monitored throughout the evaluation period, and assistance is provided to staff members who need it.
2	The evaluation process is not clearly defined and is not linked to program goals and priorities. Management staff has no formal training in evaluation procedures. Evaluations occur randomly, and staff members do not participate in developing the criteria against which they will be evaluated. Progress is not monitored and staff may not receive the assistance they need.
1	The evaluation process is not clearly defined and is not implemented on a regular and consistent basis. Management staff has no formal training in evaluation procedures, and staff do not participate in developing the criteria against which they will be evaluated.

Personnel Services
Sample Measures

The following are sample measures for determining the extent to which Indicator IV is achieved.

☐	Evaluation procedure and form(s)
☐	Interviews
☐	Board policies and bargaining agreements
☐	Classroom observation forms
☐	Evidence that management staff is trained to conduct evaluations

Other measures:

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_____

Overall rating (circle one)

4   3   2   1

Program Accountability

Indicator I   **The program has a formalized course review system designed to encourage program improvement.**

Scoring Criteria

4	The program has a formalized internal review process that uses information from the annual follow-up study, measures of student achievement, advisory committee minutes, labor market surveys, and other appropriate sources to review all courses. Appropriate stakeholders are involved in determining the strategies for program improvement or, if necessary, course suspension.
3	The program has a formalized internal review process that uses information from the follow-up study, measures of student achievement, advisory committee minutes, labor market surveys and other appropriate sources to review all courses. Appropriate stakeholders are involved in determining the strategies for program improvement or, if necessary, course suspension. The process is not conducted annually.
2	The program has a course review system, which may include information from its follow-up study, advisory committees or other sources. There is no evidence that the information is used for program improvement.
1	There is no formal system to review all courses.

Program Accountability
Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Evidence of formalized course review system
☐	Current labor market information
☐	Evidence that courses are reviewed systematically and terminated if necessary, such as course review documents, board minutes, suspension notices, etc.

Other measures:

Overall rating (circle one)

4   3   2   1

Program Accountability

Indicator II   **The program annually collects student follow-up data for decision-making purposes and reports results to appropriate stakeholders.**

Scoring Criteria

4	A formalized annual follow-up study includes information about both completers and leavers, and results are reported in writing to the governing board. Data are evaluated to ensure that all students benefit from instructional practices, and there is evidence that an action plan has been implemented in response to the follow-up study data. Analysis of data is reported within the following year to appropriate stakeholders.
3	An annual follow-up study is formalized but only includes completers. The results are reported and discussed within the following year to the governing body and appropriate stakeholders.
2	A follow-up study is not conducted annually and is not reported to stakeholders or the governing board.
1	There is no formalized follow-up study.

Program Accountability
Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Current follow-up study
☐	Evidence that results are reported to all stakeholders (board minutes, etc.)
☐	Evidence of review of follow-up study results
☐	Follow-up study results that include analysis of special populations

Other measures:

Overall rating (circle one)

4   3   2   1

Program Accountability

Indicator III   **The program has formal subject-area advisory committees whose active membership is comprised predominantly of business and industry representatives. The committees meet to make recommendations for the instructional program.**

Scoring Criteria

4	Advisory committees are formalized with representatives from appropriate business, industry, and community groups. They annually validate curriculum, focus on student outcomes, make recommendations regarding instructional equipment and materials, emerging technologies, and work-based learning activities. Recommendations are addressed in the advisory minutes, which are distributed in a timely manner.
3	Advisory committees are formalized with appropriate membership, focus on student learning, and annually make recommendations regarding instructional equipment and materials, emerging technologies, and work-based learning. Distribution of minutes, however, does not occur in a timely manner.
2	Advisory committees are not formalized, but individual instructors receive input from business and industry that focuses on student learning. Records are not kept.
1	Instructors do not receive input from business and industry.

Program Accountability
Sample Measures

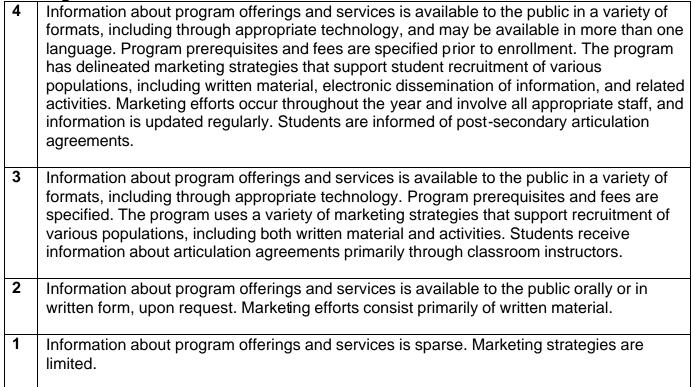The following are sample measures for determining the extent to which Indicator III is achieved.

☐	List of advisory committees
☐	Evidence that advisory committees' membership consist primarily of business/industry members
☐	Evidence of minutes on file and of distribution to appropriate stakeholders
☐	Evidence of communication with advisors regarding specific recommendations

Other measures:

_____

_____

_____

_____

Overall rating (circle one)

4   3   2   1

Student Support Services

Indicator I.   The program has an effective student recruitment plan.

Scoring Criteria

4	Information about program offerings and services is available to the public in a variety of formats, including through appropriate technology, and may be available in more than one language. Program prerequisites and fees are specified prior to enrollment. The program has delineated marketing strategies that support student recruitment of various populations, including written material, electronic dissemination of information, and related activities. Marketing efforts occur throughout the year and involve all appropriate staff, and information is updated regularly. Students are informed of post-secondary articulation agreements.
3	Information about program offerings and services is available to the public in a variety of formats, including through appropriate technology. Program prerequisites and fees are specified. The program uses a variety of marketing strategies that support recruitment of various populations, including both written material and activities. Students receive information about articulation agreements primarily through classroom instructors.
2	Information about program offerings and services is available to the public orally or in written form, upon request. Marketing efforts consist primarily of written material.
1	Information about program offerings and services is sparse. Marketing strategies are limited.

Student Support Services
Sample Measures

The following are sample measures for determining the extent to which Indicator I is achieved.

☐	Class schedules
☐	Voice Library
☐	Website
☐	Marketing materials for classes, pathway posters, etc.
☐	Written marketing plan
☐	Community relation/marketing notebook
☐	List of services provided
☐	List of fees and prerequisites
☐	List of articulation agreements, articulation packets, etc.
☐	Interviews with students, student support staff, instructors
☐	Documentation of career fairs, ROCP nights, and other events
☐	Minutes of meetings

Other measures:

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_____

Overall rating (circle one)

4   3   2   1

Student Support Services

Indicator II.   **The program provides all students with access to career guidance information and services.**

Scoring Criteria

4	Career guidance is a major focus of the program. Both high school and adult students are provided with adequate information to establish and accomplish individual career goals and are made aware of appropriate services to assist them. This includes access to assessment and career guidance; efforts to match individual attitudes, interests, and aptitudes to career requirements/ expectations; and written and/or electronic information about career ladders, educational/training requirements, the need for lifelong learning, and labor market demands. There are evident efforts to give information about, and provide support for, nontraditional career choices. All available educational, business, and community resources are used to support this activity as appropriate.
3	Career guidance is a major focus of the program. Both high school and adult students are provided with adequate information to establish and accomplish individual career goals and are made aware of appropriate services to assist them. Students have access to career assessment and guidance, as well as to information about career ladders, educational/training requirements, the need for lifelong learning, and labor market demands.
2	Limited career guidance is available upon request. Students are provided with minimal information about career ladders, educational/training requirements, and labor market demands.
1	There is no evidence of career guidance services, activities, or information.

Student Support Services
Sample Measures

The following are sample measures for determining the extent to which Indicator II is achieved.

☐	Guidance plan
☐	Guidance activities
☐	Assessment center, one-stop, etc.
☐	Written or electronic information about career ladders, career pathways, etc.
☐	Website
☐	Student portfolios
☐	Lesson plans and classroom observations
☐	Labor market information
☐	List of guidance services for students
☐	Gender equity materials
☐	Interviews with students

Other measures:

Overall rating (circle one)

4   3   2   1

Student Support Services

Indicator III. **There is a process to encourage appropriate placement of students in programs consistent with student abilities and goals.**

Scoring Criteria

4	Staff responsible for enrolling students are aware of class requirements, recommended prerequisites, fees, and personal attitudes and aptitudes appropriate for success; and they work closely with students to ensure appropriate course placement. Instructors interact directly with guidance staff to determine appropriateness of student placement.
3	Staff responsible for enrolling students are aware of class requirements, recommended prerequisites, fees, and personal attitudes and aptitudes appropriate for success. Instructors determine appropriateness of student placement.
2	Most staff responsible for enrolling students are aware of class requirements, prerequisites, and fees; but there is a little effort to determine appropriateness of individual students for classes.
1	Few staff who enroll students know class requirements, prerequisites or fees.

Student Support Services
Sample Measures

The following are sample measures for determining the extent to which Indicator III is achieved.

☐	Class schedule, catalogue, flyers, brochures
☐	Catalogue of classes, listing prerequisites and requirements, for support staff use
☐	Enrollment process
☐	Minutes of meetings or other evidence of instructor-support staff interaction
☐	Interviews with instructors and guidance staff
☐	Individual Training Plans, 504 plans, etc.

Other measures:

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_____

Overall rating (circle one)

4   3   2   1

Student Support Services

Indicator IV.   Student support services are an integral part of the program and address the needs of a varied student population.

Scoring Criteria

4	The program provides a variety of services and/or referrals to meet different student needs, including those of special populations; and students and staff can initiate this process. All staff are made aware of their responsibility for supporting student success, as appropriate. Instructors are aware of program services and acknowledge and respond to individual student needs, both through referrals and through classroom instructional methodologies.
3	The program provides a variety of services and/or referrals to meet different student needs, including those of special populations; and students and staff can initiate this process. Staff are made aware of their responsibility for supporting student success, as appropriate. Instructors are aware of program services and make appropriate referrals.
2	The program provides some services and referrals, though not all staff are aware of the availability of these services.
1	The program provides few services or referrals.

Student Support Services
Sample Measures

The following are sample measures for determining the extent to which Indicator IV is achieved.

☐	List of community services
☐	List of program services
☐	Evidence of staff development with regard to special populations and services
☐	Individual Training Plans, IEP's or 504's
☐	Evidence of referrals
☐	Referral process/forms
☐	Mission statements, job descriptions, etc.

Other measures:

_____

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_____

Overall rating (circle one)

4   3   2   1

Student Support Services

Indicator V. **Employment literacy, job placement assistance, and job retention skills are essential program services.**

Scoring Criteria

4	Students have access to assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom. Community relations support this effort wherever possible.
3	Students have access to assistance with essential employability skills, job search skills, job placement, and job retention. Classroom instruction includes job search and job retention skills.
2	Students have access to assistance with job search skills.
1	There is no evidence of students' receiving assistance with job search skills, job placement, or job retention.

Student Support Services
Sample Measures

The following are sample measures for determining the extent to which Indicator V is achieved.

☐	Course curriculum
☐	Lesson plans, instructional materials, and classroom observations
☐	Student portfolios
☐	Interviews with students, instructors, job developers and community site supervisors
☐	Student follow-up results
☐	Job placement office or personnel, EDD outpost, one-stop center, etc
☐	Job boards, including on-line postings

Other measures:

Overall rating (circle one)

4   3   2   1

Glossary

Alternative Assessment - Any method of assessing student learning that differs from standard testing tools using paper-pencil, objective items.

Authentic Assessment - A method of assessing student learning that measures student achievement through meaningful, real-world applications, such as performance-based assessment, portfolios, and projects.

Career Preparation Standards - Includes all of the basic skills and general employability skills essential to success in the workplace, including interpersonal skills/teamwork; communication skills; problem solving; using resources, information, and technology; job search skills/employment literacy; occupational safety; and basic academic skills.

CCR - Coordinated Compliance Review, conducted by the California Department of Education to ensure compliance with federal and state regulations.

Collaborative - a partnership among stakeholders, resulting from a common vision and common goals to guide the partnership's activities.

Indicator - Standard of excellence for a particular aspect of instructional programs or leadership and administration.

Individual Learning Plan - a contract between an agency and a learner that identifies learner goals and steps/competencies necessary for the attainment of that goal, including assessment strategies.

Model Practice - the successful application of standards of excellence or achievement in the delivery of instruction or in leadership and administration.

One Stop Center - centralized consolidation of services, either by co-location or electronic networking, to provide educational, social, and employability services.

Peer Coaching - a collegial process where two or more instructors share expertise on instructional or classroom management strategies.

Professional Development Plan - a plan for an educational staff member that begins with an educational goal and outlines steps to achieve the goal.

PSA - Public Service Announcements, donated by radio and television stations.

SCANS - employability competencies developed by the Secretary's Commission on Achieving Necessary Skills.

Stakeholders - individuals or agencies who have an interest in a project or agency.

WASC - Western Association of Schools and Colleges; an accreditation process that involves a self- assessment, followed by a validating visit from a team of reviewers.